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Learning Method, School Environment, Leadership and Its Effect on Quality Education and the Excellence Student Character at Muhammadiyah High School

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Abstract

This study aims to examine the effect of learning method, school environment, school leadership and its effect on quality of education and the excellence of student character at Muhammadiyah Senior High School in Surabaya. In order to achieve the aims of this study, seven hypotheses tested using PLS. The results of the study indicated that school leadership doesn't effect the quality of education, this means that a school principal needs to aware of his role as a good example for students and to provide of school facilities and infrastructure. Related to the learning method, which need to be improved is the lecture method. A good combination of few learning methods would affect and able to improve the quality of education in Muhammadiyah High School especially due to many of the students have non-academic potentials.

Keywords: Learning method, School environment, Leadership, Quality of education, Student character

1. Introduction

Muhammadiyah Senior High School in Surabaya is part of educational unit or education service group that organizes formal education at public high school level based on islamic education with the aim of creating students with character and global insight. Muhammadiyah Senior High School in carrying out its operational activities is patronage by Majelis Dikdasmen Muhammadiyah East Java. Muhammadiyah schools of elementary to upper secondary level have basic rules in running their educational institutions derived from Qaidah Majelis Dikdasmen and Surat Keputusan central leadership of Majelis Dikdasmen Muhammadiyah, Regional Leadership of Muhammadiyah East Java, and then the Council of Dikdasmen PWM made some regulations (Principal Change Mechanism, Employment Regulation, and Muhammadiyah's school financial guidelines) as technical guidance as well as facilitate the implementation of their education activities.

People knows that many students today are not behave in accordance with the noble goals of UU No. 2 Tahun 2003 about the National Education system; 90 percent of children aged 8 – 16 years have accessed pornographic sites on the internet and on average 11 year-old open pornographic sites for the first time, even many of them opened porn sites while doing homework (Ketua Umum Badan Pengurus Nasional Asosiasi Warung Internet Indonesia, Media Indonesia). There are several factors that affect the excellence of student character either directly or indirectly; learning methods which is applied when students follow the learning process (Arends 2008; Majid 2013), school environment (Angus & McLeod 2004; Munib 2012), principal leadership (Samsudin 2010; Indrafachrudi 2006), and education quality (Hanafiah & Suhana 2009).

Quality of education is one of the factors that affect the the excellence of student character (Gaffar as quoted in Rohiat 2009; Parasuraman *et al.* 1994; Amri *et al.* 2011). Making a conducive teaching and learning process is influenced by the educational background and competencies of the teachers who conduct learning with the appropriate methods in their classroom. When the teacher do not mastering of learning methods, then it can be an obstacle to choose and determining a proper technique for their students especially for whom inadequate teaching experience (Wibowo & Hermawan 2014). There are also teachers who rightly choose the learning method but on practically, they failed caused by the unstable personality and lack of mastering the method. Consequently, to create a quality education, any method used by teachers in the learning process, then what needs to be considered is to accommodate the principles of learning (Budi 2012) eg; a) centered on students. The teacher must view students as something unique, b) learning by doing. The teacher must provide opportunities for students practicing what they learn, so that they will gain real experience. c) develop social skills. The educational process is not only as a means to acquire knowledge, but also to interact socially. d) develop curiosity and imagination. Learning processes must be able to provoke students' curiosity. e) develop creativity and problem solving skills. The learning process carried out by the teacher stimulating creativity and the child's imagination to find answers of a problem given.

There are six factors that must be considered by a teacher when they applicating the learning methods; a) able to promote students' motives, interests or passions, b) stimulate students to learn more such as doing innovation and exploitation, c) able to provide opportunities for students to realize the work, d) able to guarantee the

development of student personality or character activities, e) able to educate students in self-study techniques and how to acquire knowledge through personal effort, f) able to develop the values and attitudes of students in everyday life. These things need to be considered by a teacher in order to choose appropriate learning method, because most teachers only use one method that will make students become bored and will ignore the learning process. This means that the use of a learning method must be able to improve the quality of education which leads to the creation of student character.

Besides learning methods, school environment can also influence quality of education (Angus & McLeod 2004; Munib 2012). School environment is a formal place for educators to carry out their main tasks of teaching, guiding, and educating students. Implementation of educators' duties within the institution ranges from small-scale work, such as preparing for teaching to a large-scale, such as evaluating the final grades of learners to reflect both the attitude and behavior of good practices in their institutions and in the community. Zahara as quoted in Hasbullah (2008) stated the role of schools as institutions that educate, teach, improve, and refine the behavior of students brought from their families through quality education. Furthermore, Vembriarto as quoted in Triwiyanto (2014) said that the existence of school has two important aspects, individual and social aspect. Schools are obliged to influence and create conditions that enable the child's personal development optimally, while on the other hand, educates children to devote themselves to the community. The right consideration between this two aspects is a source of contention over time. However, the school environment should able to find the right path so that the students can develop their character.

School Leadership is the other factor that can influence quality education (Samsudin 2010; Indrachrudi 2006). Kartono (2006) stated that leadership is the relationship between peoples, leaders use their authority to influence and the relationship of obedience from all subordinates influenced by the authority of the leader. The implementation of learning and teaching activities, the school is led by a competent principal. Therefore, as a component of education, the principal must be able to complete all tasks for the success of the organization. According to Agung and Yufriawati (2013), the purpose of Peraturan Permendiknas No.13/2007 so that the principal meets five qualification and competency standards; 1) personality, 2) managerial, 3) entrepreneurship, 4) supervision and 5) social relations. Principals not only required to develop the management of their educational institutions, but also their competence and performance. In the managerial competence, a principal is required the ability of being a set of roles as manager, motivator, dynamisator, supervisor, and evaluator. These five competencies must be integrated within the principal, and became the benchmark for a principal's performance. The whole is expected to create the higher quality education.

Related to managerial abilities, is the ability of a principal managing all school functions to run optimally to achieve goals. The principal is obliged to plan, organize, supervise, and evaluate all educational activities at the school. There are five Principals' role in their duties and responsibilities (Suryana 2010); organize the learning process, estimate and allocating resources, arranging school administration, student coaching. Another aspect that can not be separated from the school management is, a school principal are organizes relationship with the community. Mantja as quoted by Iwantoro (2005) stated that as a leader, the principal should be able to encourage his subordinates to work responsibly. Therefore they expected to have ability in terms of ; a) the ability to control the organization or working groups, b) personality especially related to tenacity, courage, wisdom and fairness, self-confidence, hospitality, stable in emotion, honest, humble, simple and disciplined, c) knowledge to understand the behavior and level of satisfaction of their subordinates that he/she leads in implementing quality education. Sutarjo (2014) explains in his research that supervision conducted by the principal and supervisors in 3 (three) State Senior High School in Karawang regency were implements with programmed and continuous supervision by supervisors who understand the duties and functions well can improve the Quality of Education. The uniqueness of this research lies in the research model or conceptual framework that connects several variables simultaneously affect the quality of education in schools and also examined the effect of character education on the quality of school education that in previous studies no one has examined the relationship of these variables.

2. Methods

This study is an explanatory research with a survey for perceptual data collection at 7 (seven) Muhammadiyah High Schools in Surabaya and involving the participation of students. Total sample of this study are 160 students (47% male and 53% female) aged ≥ 17 years, that were taken proportionally from 6758 11th grade Muhammadiyah High School students in Surabaya.

2.1 Statistical Analysis

The data of this study were analyzed using SPSS version 18 (SPSS Inc., Chicago, IL) and SmartPLS version 2 (SmartPLS GmbH., German). Test Validity and Reliability as a test of the feasibility of research instruments that will be used to measure perceptions of respondents, which in this study are the 11th grade students of Muhammadiyah High School in Surabaya. Partial Least Square Analysis is the main analysis in this study which will be used to test hypotheses that have been formulated. The error level used in this research is 5% or 0.05, with

the provision of t-statistic value exceeding t-table value (equal to 1.705 with error level 5%) then it is certain that the relation between variables according to the hypothesis is significant and influential.

3. The Result of Study

3.1 Linearity Assumption Test

Before using the Partial Least Square analysis, we should fulfill the linearity assumption, relationship between variables are linear. The linearity assumption of the Curve Fit method requires that the relationships between variables be linear if they satisfy either of the following two possibilities: (1) significant linear model (sig. model linier < 0.05), (2) non-significant linear models and all possible models are also non-significant (sig. model linier > 0.05). The result of this test show that the model is linear and meets the assumptions specified.

3.2 Outer Model Test

The loading factor value shows the weight of each indicator as a measure of each latent variable. Indicator with the largest loading factor indicates as the dominant variable. Based on outer model test, it can be seen :

1. The Learning Method (X1), indicator of Lecture method (x1.1) have the highest value of outer loading (0.623) while the Discussion method (x1.2) have the lowest outer loading value (-0.563). The results of the analysis suggested that the implementation learning method for teachers in Muhammadiyah High School is the Lecture method.
2. The School Environment (X2), indicator of Adequate canteen and selling clean, healthy, and halal food (x2.5) and Spacious and comfortable musholla for congregational prayer (x2.6) are indicators with the highest outer loading value (0.842). While the school environment related to the relationship between teachers is well-established (x2.12) is the indicator with the lowest outer loading value (-0.106). Thus, the results of data analysis show that a key factor to make of a conducive school environment in Muhammadiyah High School in Surabaya is suggested to focus more on improving the environment that related to canteen and musholla. While the school environment that leads to a well-established relationship between teachers is not considered as an urgent thing, because students are basically not fully aware of it.
3. The School Leadership (X3), the indicator of Principal always forgive any student faults (x3.4) has the highest outer loading value (0.870). While indicator Principal assist to solve school problem patiently and wisely (x3.3) has the lowest outer loading value (0.754). This suggests that the implementation of School Leadership is giving dispensation to students who committed mistakes or against rules.
4. The Quality of Education (Y1), the indicator of Many students who have non-academic achievement (y1.5) has the highest outer loading (0.851), while the learning process is effective because it is supported by Adequate facilities and infrastructure (y1.3) is the indicator with the lowest outer loading value (0.461). Thus, to improve the quality of education at Muhammadiyah High School in Surabaya is suggested to give more attention to the potential of students, especially those who have non-academic talents. In fact, as many as 72 out of 160 respondent had non-academic achievement (as shown Table 5.4). Another thing that needs to get more attention is the provision of supporting facilities and infrastructure so that the learning process can run properly.
5. The Excellence of Student Character (Y2), Students are often awarded for having creativity to create new things related to the learning process (y2.6) is the indicator with the highest outer loading value (0.872), while Students are taught the meaning and benefits of honesty in life (y2.1) has the lowest outer loading value (0.771). Furthermore, to develop character of each student, Muhammadiyah High School suggested to give more attention in learning process especially the activities that can develop creative ideas and talents both in academic and non-academic.

3.3 Inner Model Test

This study uses 5 indicators to measure students' perceptions of Learning Method (X1), 13 indicators of School Environment (X2), and 7 indicators of School Leadership (X3). For the R-square value of each variable in the research model can be known based on the output of the analysis are presented in Table 1.

Table 1. Inner Model Test

Dependent Variables	R-Square
The Quality of Education (Y1)	0.450
The Excellent of Student Character (Y2)	0.659

Inner model test uses predictive-relevance (Q^2) value with the following equation,

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) \\ = 1 - (1 - 0.450) (1 - 0.659) = 0.812$$

The results of data analysis shows the predictive-relevance value (Q^2) is 0.812, it means that 81.2% data can be explained by the model and 18.8% is explained by other variables (which have not been contained in the model) and error.

3.4 PLS Analysis and Hypothesis Testing

The results of PLS analysis to relationship between variables as hypothesized as seen on table 2.

Table 2. Path Test Results

Relationship	Koef	t-statistic
Learning Method → Quality of Education	0.141	1.786
School Environment → Quality of Education	0.627	5.045
School Leadership → Quality of Education	-0.023	0.195
Quality of Education → Excellence of Student Character	0.522	3.618
Learning Method → Excellence of Student Character	0.024	1.776
School Environment → Excellence of Student Character	0.365	5.790
School Leadership → Excellence of Student Character	0.023	1.725

Learning method has a positive effect on the Quality of Education of Muhammadiyah High School students in Surabaya. This means that the implementation of Learning Method in the form of Lecture Method and Task Assignment Method can improve the Quality of Education. In fact, there is a continuity between real conditions related to learning methods that have been applied by teachers during this time in the school environment with the perceptions suggested by the students, eg, both teachers and students have felt benefits of applying assignment as learning method. The assignment method makes students have a sense of responsibility, independent, disciplined, creative, and able to cooperate with other students. But what needs to be improved in the future is that the lecture method does not attract students' attention because there is no active interaction from them, only the teachers. As a consideration, to combine of lecturing with other learning methods, by putting this method at the end of the learning process. The way of delivering material that is packed attractively, makes this method eagerly awaited by the students at the end of the learning process. This is consistent with the statement by Arends (2008), Majid (2013), and Edgersson & Kritsonis (2006), that variations or diversity in teaching approaches aim to enable students and teachers to be interested and involved in the learning process. The purpose of the combination of these learning methods will not only affect but improve the quality of education in Muhammadiyah High Schools, especially with the relation of many students who have the potential of non-academic fields.

The School Environment has a positive effect on the Quality of Education at Muhammadiyah High School in Surabaya. This indicates that a conducive school environment plays an important role in improving the quality of education in schools. In fact, there is a continuity between students' perceptions and the real conditions of school environments that provide great benefits for improving the quality of education. To date, the students and teaching staff feel comfortable in terms of adequate parking space. However, the students suggested that the school be able to provide adequate canteens and a comfortable mosque for congregational prayer. The school environment should be conducive, because it directly or indirectly influences the students' behavior while following the learning process. Havighurst as quoted in Syamsu (2001), stated that schools have important roles or responsibilities in helping students to achieve their progress. Thus, schools should be able to create a conducive climate that will facilitate students to achieve their developmental tasks. School efforts in facilitating the tasks of student development will work well if the school has created a climate or atmosphere that is healthy or effective both regarding aspects of management and professionalism of its personnel.

School Leadership does not affect the Quality of Education at Muhammadiyah High School in Surabaya. This means that improving the quality of education in this schools is not related to School Leadership. During this time, School Leadership that tends to be manifested in the form of always providing good example does provide good benefits for students but not related to the quality of education. The Quality of Education in this research, in practice manifested to the effective learning process with the support sufficient facilities and infrastructure. These two aspects are different, given the School Leadership realized tends to lead to Affective points, while the Quality of Education leads to the point of the instrument of learning.

The Quality of Education has a significant and positive impact on The Excellence of Student Character. This means that the increasing quality of education that seen from many of students have non-academic achievement, will also be able to increase the Excellence Character of Muhammadiyah High School which is evidenced by the frequent students get the award for creativity and ideas related to the learning process. In fact, there is continuity between the real condition that occurred in Muhammadiyah high school with the perceptions suggested by the students for the future, that is, many students get achievement in academic and non-academic need to be appreciated from the school as a form of motivation so that other students more excited to get an achievement. The concept of Quality of Education in this study is similar to the concept of Komariyah & Cepi (2004) which states that there are 6 important points in measuring the quality of education; (1) school management is running well, (2) effective learning and evaluation, (3) adequate facilities and infrastructure, (4) the number of students from a school with academic achievement, (5) the number of students from a school having non-academic achievement, and (6) having graduates relevant to the objectives. While Excellence Character Student refers to previous research by Ari (as quoted in Zubaedi 2012).

Learning methods that applied in the form of Lecture Method and Task Assignment can improve the

Excellence Character of Muhammadiyah High School Students, which is proven that many times students get the award for creativity and ideas related to the learning process. This condition can be explained by the fact that shows that there is continuity between the real learning process applied by teachers that occurred during this time in Muhammadiyah high school with the perceptions suggested by the students for the future, that is, so far both of teachers and students have felt benefits of applied learning methods with the task assignment. The assignment method makes students have a sense of responsibility, independent, disciplined, creative, and able to cooperate with other students. The cooperation among students will reduce the ego's of each student.

School Environment has positive impact on The Excellence of Student Character. This means that a conducive School Environment can increase the Excellence Character of Muhammadiyah High School Students which is evidenced by the frequent students get the award for creativity and ideas related to the learning process. In fact, there is continuity between the real condition that occurred during this time in Muhammadiyah high school with the perceptions suggested by the students for the future, during this time both students and teachers or school staff have benefits from a conducive school environment because it directly or indirectly influences the students' behavior while following the learning process.

School Leadership has positive impact on The Excellence of Student Character. This means that the greater the role of Principal will be able to support the improvement of student character in Muhammadiyah High School, which is proved with much students get awards for creativity and ideas related to the learning process. Principal Leadership that tends to be manifested in the form of always providing a good example will lead to the formation of students with superior character and achievement. Given the School Leadership realizing it tends to lead to Affective points, things that need to be considered for the Principal in running the Leadership is related to giving dispensation for students who committed mistakes or against rules. Hopely, the Principal through his leadership will able to provide good examples of various aspects of both cognitive, affective, and psychomotor.

4. Findings

School Leadership does not affect the Quality of Education at Muhammadiyah High School in Surabaya. This means that improving the quality of education in Muhammadiyah High School is not influenced by the School Leadership. During this time, School Leadership that tends to be manifested in the form of always providing good example does provide good benefits for students but not related to the quality of education. The Quality of Education in this research, in practice manifested to the effective learning process with the support sufficient facilities and infrastructures. These two aspects are different; the School Leadership realized tends to affective points, while the Quality of Education leads to the point of the instrument of learning. Although it has no impact on improving the quality of education, the Principal through his leadership still be able to provide a good examples of cognitive, affective, and psychomotor aspects. This study confirms the implementation of Transactional Leadership Theory, a leader who emphasized attention on interpersonal transactions with all members (teachers, staff, and students) involving exchange relationships (feedback). This feedback relationship is based on work standards, goals, work assignments, and rewards.

Related to the Learning Methods, which need to be improved in the future is the lecture method, this method does not attract students' attention because there is no active interaction from them, only the teachers. As a consideration, to combine lecturing method with another learning methods, by putting this method at the end of the learning process. The way of delivering material that is packed attractively, makes this lecture method eagerly awaited by the students at the end of the learning process. A good combination of few learning methods would affect and able to improve the quality of education in Muhammadiyah high school especially due to many of the students have non-academic potentials.

5. Conclusion

Overall, the relationship between each variable proved significant despite the direction of the inverse and insignificant relationship between school leadership and the quality of education. Thus, it can be concluded that the Learning method, School Environment, School Leadership, and Quality of Education affect the Excellence of Student Character of Muhammadiyah High School Students in Surabaya.

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